

Phonological Awareness Continuum

- 1) **Sentence Segmentation**—Select meaningful sentences from children’s speech or favorite books. Have children listen for the breaks in the sentences. Tell the students that we are separating the sentence into individual words. Implement the I Do, We Do, You Do method. Have students touch and say the words in and out of order. Work up to five word sentences.

- 2) **Syllable Blending and Segmenting**—Separating words into their parts. Use picture cards, students’ names, or objects in the classroom. Use duck lips, claps, fingers, jaw drops, etc. to count the “parts” in words. Utilize manipulatives to segment and blend the word parts. Implement the I Do, We Do, You Do method. Have students touch and say the word parts in and out of order. Work up to three and four syllable word

- 3) **Onset-Rime Blending and Segmenting**—Select one syllable words and word family picture cards. Use the ship motion to separate the onset and rime into the “beginning sound and the rest of the word.” Don’t say parts because students may confuse onset and rime with syllables. Implement the I Do, We Do, You Do method. Have students touch and say, or move and say, the beginning sound and rest of the word in and out of order. Work up to the students automatically breaking the beginning sound and rest of the word for you—without assistance from the teacher.

- 4) **Rhyme and Alliteration**—Having students identify rhyming sounds and pictures that begin with the same sound (alliteration). Use nursery rhymes, songs, finger plays, poems, stories with rhyming text, rhyming picture cards, group objects by beginning sounds, etc. Students need to identify rhyming chunk and like initial sounds, they need to isolate the chunks and sounds (say them separately out loud), and they need to categorize the chunks and sounds. Implement the I Do, We Do, You Do method. Work up to students producing rhymes and alliteration on their own.
- 5) **Phoneme Identification, Isolation, and Categorization**—When identifying sounds, have the students point to pictures that begin or end with a designated sound. When isolating sounds, have the students produce beginning, ending, middle sounds. When categorizing sounds, have the students group pictures according to initial, final, medial sounds, or eliminate sounds that are not like the others. Really exaggerate the initial, ending, or medial sounds for the students. Do initial sounds first, then ending sounds. Middle sounds may need to be given to students because they are vowel sounds. Start with CVC words. Implement the I Do, We Do, You Do method. Work up to students identifying the sounds in and out of order on their own, with little teacher prompting.
- 6) **Phoneme Blending and Segmenting**—Listening to a sequence of individual sounds and combining them to pronounce a word (blending); breaking a word into its individual sounds (segmenting). Utilize manipulatives to segment and blend individual phonemes. Implement the I Do, We Do, You Do method. Have students produce the sounds in and out of order. Work up to mapping letters to the sounds.